

USING MOVIE SCRIPT IN TEACHING READING TEXT AT THE SECOND GRADE OF SMP

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan bagaimana *movie script* digunakan dalam pembelajaran membaca dan untuk mencari masalah yang ditemukan oleh siswa dan guru. Sampel dalam penelitian ini berjumlah 40 siswa yang dianalisis secara kualitatif. Data didapatkan melalui dua instrumen yaitu observasi kelas dan kuesioner. Hasil penelitian memperlihatkan bahwa terdapat beberapa aktifitas yang aktif dan menarik dalam proses pembelajaran namun terdapat beberapa masalah yang dihadapi oleh siswa dan guru dalam proses pembelajaran. Dapat disimpulkan bahwa guru dapat mengajar siswa secara kreatif dan inovatif sedangkan siswa tertarik untuk mempelajari teks membaca secara berbeda dalam menggunakan *movie script* sebagai media.

This research was conducted to describe how movie script was used in reading text class and to find out the students' and teacher's problems in using movie script in reading texts. The subject of the reseach was the second grade students numbering of 40 students which were analyzed qualitatively. The data were collected by using two instruments: classroom observation note and questionnaire for the students. The result showed that there were some active and interesting activities in the teaching reading process. There are some problems faced by the students and the teacher in the process of teaching learning. However, it can be concluded that by using movie script as a media, the teacher can teach the students creatively and inovatively while the students are interested to learn reading text differently.

Keywords: movie script, reading, teaching media

INTRODUCTION

Reading is very essential in learning English in order to get information from the written text. In relation to this, Cristian and Marry (1976) mention that reading is the most important skill of all for the most students of English through the world. In reading activity, the reader should interpret the meaning of written texts. Clark and Sibelstein (1987) define that reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning. It means that readers interact with print and use their prior knowledge combined with visual information in comprehending the message. Consequently, if a reader fails in the interaction process of printed materials and monitoring comprehension, he/she was unable to get the intended information. Reading, which belongs to receptive skill, can be defined as a process whereby one looks at and understands what has been written (Williams, 1999: 2). It means that, when someone reads, he looks at something written and tries to get the meaning to understand it.

Therefore it is necessary for English teachers to motivate the students in reading by using different media, for example movie script. It means that to promote positive attitudes toward reading, the teacher must provide students with reading texts that match the students' reading level and interest. Referring to the statement above, the writer guide them to develop their reading ability of narrative text. In this case the writer tries to use a media in teaching reading text, through movie script. This media is chosen to teach reading text because it is an interesting way in teaching learning process. In line with this, Carrick (2000) states that the

element of movie script enables students to realize that reading is an activity that permits experimentation.

Considering the background above, the writer focuses her research in reading by using movie script in order to find out whether movie script can improve students' reading ability or not. In her treatment the researcher taught the students about teenager type of movie script in order to help the students in understanding it. After that the researcher gave reading comprehension test to the students through movie script in order to know the students' ability in reading text. This research is conducted at class VIII B SMP Wiyatama Bandar Lampung as the students might have got enough experience in reading when they were in junior high school but still their reading achievement does not reach the KKM. Hopefully, by doing the movie script in teaching reading text, the students' reading ability in SMP Wiyatama Bandar Lampung increased. Therefore the title proposed for this research is "The use of movie script in teaching reading text at the second grade of SMP Wiyatama Bandar Lampung".

METHODS

This research was a descriptive qualitative. It means that this study described and analyzed the process of using movie script in teaching reading texts. Leedy (1974: 79) suggests that a descriptive method simply looks with intense accuracy at the phenomena of the moment and then describes precisely what the writer has seen. Clearly, it was analyzed the process of using movie script in teaching reading texts based on two aspects of reading, main idea and specific information.

In this way the writer collected the data from the students and analyzed them in order to get the data in 4 meetings and draw it as the conclusion. This research applies predicting event test. The criteria whether the movie script can improve students' reading ability of narrative text will be determined by the scores. The subject of the research was the second grade students of SMP Wiyatama Bandar Lampung. It was class VIII. B that consists of 40 students. The class has been chosen by using lottery. All involvements in the process of teaching learning are taken by the researcher as the source of data. Based on the researcher's teaching experience, the students still have difficulties in reading comprehension of narrative text but they have background knowledge of some movies because they have studied in first grade.

In collecting the data, the researcher taught reading narrative text by using movie script. Then the researcher did some activities such as observation and questionnaire.

1. Observation

In getting the data, observations are used by the researcher. The observations were used by the researcher to answer the research problem number one. In this research, the students' activities were observed and a note was taken during the teaching learning process in the class. The researcher came to the class and noticed the classroom activities. In this case, the researcher taught the student by using movie script. Three narrative text, as the materials had been prepared. The materials have been made by the researcher and also used a second observer to observe the class and complete the data source. The second observer is the

English teacher who helps the researcher in observing the teaching-learning process while teaching.

Through this technique, some benefits are obtained like; the researcher can have the real and the clear context and the information from the subject, can have the data accurately, and can choose certain data no limit on the detail activities considering the time limitation (Setiyadi, 2006).

2. Questionnaire

The questionnaire was distributed by the researcher to the students after the teaching learning process by using movie script in reading comprehension class. More sources of the data had been got by researcher from the subject. Open-ended questionnaire was used by the researcher so that the students have to choose the available answer in the questionnaire. The questionnaire consists of 15 items that aim to find out the students' responses toward the instruction in using movie script.

RESULTS AND DISCUSSIONS

The process of teaching learning used movie script as way in teaching reading narrative text. The researcher taught and observed the process and the meeting lasted 90 minutes (2 x 45 minutes). First of all, the subject had been determined by the researcher and the researcher taught the students by using movie script. Then the material was prepared by the researcher. The materials are three movie scripts; they are Cinderella story, snow white, and beauty and the beast. The observation note in the class as the main source had been conducted by the

researcher. After that, the questionnaire had been prepared by the researcher to the students.

According to the observation note and the questionnaire to the students, the writer described the finding in two points:

1. The process of reading comprehension by implementing movie script.
2. Students' response and their problem to the process of reading comprehension by implementing movie script.

The process of reading comprehension by implementing movie script at the second grade students of SMP Wiyatama was divided into three major; teaching procedures, students' response, and students' work result. Teaching procedures of reading comprehension by implementing movie script was divided into three activities. First activity is pre-reading activity. As usual, the teacher came into the class. The class was opened with the greeting that was responded by all of the students. Several students looked calm and the other responded in loud voice. After that the students were divided into eight groups consisting five students in each group. Then the teacher gave some inviting questions related to the topic which is going to be learnt to know the students' prior knowledge. For example, at the first meeting the teacher gave a movie script about "Cinderella". The teacher asked the students' opinions about the story in form movie script. At the second meeting, the teacher gave movie script about snow white and asked some questions related to the story. At the last meeting, the teacher gave a movie script about "Beauty and the Beast" and the students have to read the script. After the teacher asked some questions related to the topic, the teacher explained about the task the students have to do. Students also paid attention to the teacher's

explanation about reading movie script independently. Second activity is while reading activity. In this activity, the students read the text and understood the task given by the teacher. Then the students discussed about the script in their group. This activity made the students a little bit crowded for the beginning different perceptions in their own group. After that, the teacher asked the students to make literal and inferential questions based on the topic then conclude the script. Students also read the script carefully section by section to find answer individually after discussed with the group. And then, students tried to retell the content of the text in a group. After that, the students discussed each problem in a group and discussed the answers of the questions made with their group. The third activity is post reading activity. In this step, the students answered the questions from the teacher about what they have been gotten in the class that day. Then they discussed all the difficulty and the correct answer together with the teacher but the students were independents in using their own words. After that, the students responded to the teacher's explanation about the summary of the lesson. If the students understood the summary of the lesson, the students could answer the question from the teacher about the next. The data related to the response to the process of reading comprehensions by implementing movie script was gained through observation notes and questionnaire. The observation notes top from the teaching learning process. The questionnaire was distributed after that process. The researcher divided this to the total number of each items by the number of the responded then the multiplied the result 100.

Looking at the data gained from questionnaire number 1

Q: *apakah anda menyukai bahasa inggris?*

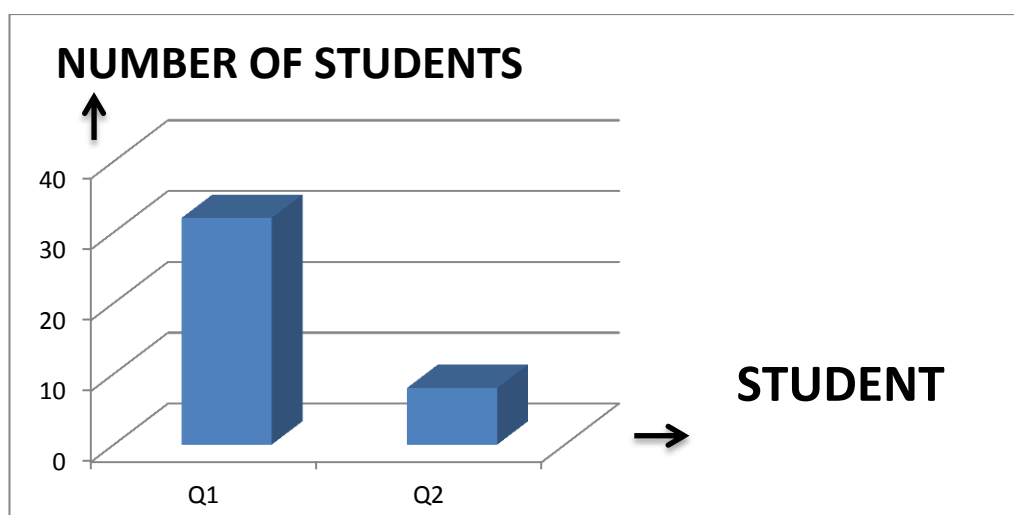
A: *ya 32 students (80%).*

B: *Tidak 8 students (20%).*

32 students (80%) mentioned that they like English subject. The response of the students was positive. And 80% of them state that movie script was interesting.

On other hands, there were around of 28 students (70%) said that they found some difficulties in interpreting the meaning because of their lack of vocabulary or the difficult words. Most of the students only wanted to improve their vocabulary in the topics they like better. However the students are always spiritfull in telling their ideas and opinion event only by using simple words or sentences. Best on the observation, the student's enthusiasm depended on the teacher strategy to improve the student's motivation. Students' response shown in figure 1 below:

Figure 1. Students' response.



Q1: Interested in using movie script = 32 students (80%).

Q2: Not interested in using movie script = 8 students (20%).

The implementation of using movie script in reading comprehension has some problems, especially for students. The problem is divided into three general problems:

1. Difficult to interpret the new vocabulary

Based on the data gained from questionnaire and observation notes in while reading activity point, when the students applied movie script in reading

comprehensions, the students had difficulties in interpreting the new vocabulary. Each supported also with the data from questionnaire that shows that 31 students had difficulties in understanding the text because they did not understand the new vocabulary such as went, pricked, ebony, cruel, dwarves, etc.

Data 2 : What kind of difficulties did you find in learning English ?

- Interpreting English vocabularies = 31 students(77,5%)
- Reading and interpreting the text = 6 students (15%).

Here, when the students wanted to do the task, make a conclusion and find the idea from the text, they found some difficulties because their lack of vocabularies and tried to find the words in dictionary. Then they discussed it within their group. But, when the students could not find the meaning in the dictionary, the teacher gives the explanation about the meaning of those words to the students.

2. Difficulties to implement movie script

The students had difficulties when the movie script was implemented. Based on the data gained from questionnaire number 7, most of students stated that they found difficulties when they had to make questions and didn't know the meaning of the vocabulary and it was so hard to get the idea from the text for making questions.

Data 3

Do you feel more interesting and easier in interpreting the text by using movie script form?

- a. Yes : 39 students (97,5%).
- b. No : 1 students (2,5%).

This data also supported by the questionnaire number 8, as follow :

Data 4

Do you find any difficulties when you make an inferential based on the text?

- a. Yes : 23 students (57,5%).
- b. No : 17 students (42,5%).

Now, looking at the questionnaire number 13 as the data below :

Data 5

Does learning reading text by using movie script make you easier to interpret the text?

- a. Yes : 32 students (80%).
- b. No : 8 students (20%).

From this data we can conclude that most of the students are liked to be independent in finding the main idea, the meaning and the conclusion of the reading text. The students also liked to discuss about all they have to do about the task better than worked alone or just depend on the teacher help.

3. Difficulties to understand the benefit of movie script.

Form the data of the questionnaire it can be conclude that most of the students are enough understand the benefit of this media in the process of reading comprehension and they liked to get involve although some of them really realized the way to involved well in the process in order to gain the benefits of this media. Beside that, the teacher also explained the students that they have to increase their motivation to improve their structure, vocabularies, and their understanding about the benefit of the movie script.

Data 7

Do you get some benefits during the teaching reading process by using movie script ?

- a. Yes : 37 students (92,5%).
- b. No : 3 students (7,5%).

Concerning with the data gained from the researcher as the teacher, the researcher found some problems as follow:

1. Class Level and Situation

The class level is very closed with the success of the implementing movie script. The class ability influenced the students' activity, creativity, and motivation then situation of the class will be depended on it. The teacher should adapt the class and the process of teaching reading by using movie script and also help the students with information and explanation they need.

2. Finding the Appropriate Material

In the process of reading comprehension by implementing movie script, the teacher faced the problem in finding the appropriate material that could invite students' motivation and interest. This is a hard job to create those materials fixed with the school based-curriculum (KTSP). Beside that all materials also have to match with the class level and situation.

3. Time and Class Management

Based on the teaching learning process, there were a few difficulties for the teacher in managing the time to arrange students' group, make students understand the text, and discuss the materials because some students used the time for playing. According to this, it can be concluded that it was difficult to manage the time and class provided with the implementation of movie script in reading comprehension because the teacher lacked the time for teaching and it was also difficult to make class properly.

To summary the result of findings, it can be reported that by using movie script, the students reading comprehension ability better and the class was more active. For the students, movie script improved their reading comprehension ability, and also they are easy to guess the meaning of new vocabularies. For the teacher, movie script did not make the teacher got confused because the main activities are

focus on the students, they can be more active in the class and they are motivated by the movie script.

CONCLUSIONS AND SUGGESTIONS

After conducting the research and analyzing the data gained, some conclusions can be drawn as follows: (1) According to the observation note and the questionnaire to the students, there are some benefits for the students and the teacher in the implementation of movie script in reading comprehension. For around 80% of the students were interested in learning English by using movie script.. For the teacher, movie script is good way in exploring their creativity in exploring, inviting and noticing the students' ability, performance and development. (2) The students' problems in reading comprehension by implementing movie script are translating and interpreting the difficult words, reading and comprehending the text making inferential and referential questions, making conclusion about the story, exploring the opinions about the story in the text, and understanding the benefits of the movie script. (3) The teacher's problems in the implementation of movie script in reading comprehension are the students' reading abilities (class level) and class situation. The teacher also found difficulties in choosing the appropriate materials that can invite students' interest to involve in the process of reading comprehension. The students' motivation and background knowledge also influence their abilities in understanding the text. It was also quite difficult to manage the time because the teacher lacked the time for teaching.

According to the findings of the research and the problem previously stated, the researcher would like to propose some suggestions as follows: (1) The English

teacher should try to apply this media to teach reading comprehension. Besides that, it become more effective in combining with other task. (2) The teachers are suggested to manage the class as well as possible in order to invite the students' motivation in exploring their opinions and ideas. The teacher also should help the students to improve their vocabulary. The teacher should make the students to understand the idea in comprehending the text by practicing all the roles of implentation of movie script, the students will be able to comprehend the text easily. Besides that, the teacher should prepare all the materials about the movie related to the topic and the lesson plan well inside or outside the classroom. (3) The researcher suggested the teacher to give more explanation to the students so that they can find the idea in the script. (4) The teacher should make the communicative situation in the class to the students by inserting joke and sometime creates funny story depend on the theme of the material.

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